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ABSTRACT

This manual provides guidelines and procedures for state funding of approved continuing education courses at the Maryland community colleges. A resolution adopted by the Maryland State Board for Community Colleges in support and encouragement of continuing education activities is first presented, followed by an enumeration of policies governing the state funding of continuing education courses. The manual then presents evaluation criteria for non-credit courses eligible for state funding and provides detailed instructions for the completion of forms required when applying for state aid. These forms solicit information on the content of new and continuing courses, and require colleges to report enrollment data. The manual concludes with an outline of resubmission and appeals policies, a glossary of terms, and a taxonomy of adult learning activities. (JP)

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MARYLAND COMMUNITY COLLEGES

CONTINUING EDUCATION MANUAL

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PREFACE

A primary mission of Maryland community colleges has been to provide comprehensive continuing education for the citizens of the State. Historically, continuing education has been one of the three major functions of the Maryland community college system along with occupational and transfer programs. Since the establishment of the first Maryland community colleges in 1946, the institutions have initiated and refined a variety of noncredit courses which satisfy vocational, academic, and personal enrichment needs and are focused principally on adults.

In 1976, the State Board for Community Colleges instituted the continuing education course evaluation system and issued the first continuing education manual in July of that year. Recognizing that State funding priorities had to be established in the noncredit area and that certain recreation and leisure activities could not be supported by the State, the Board, through the implementation of the continuing education manual, set forth new guidelines and procedures relating to the process for State participation in approved continuing education courses in Maryland community colleges. At that time, there were some 38,000 Maryland citizens participating in over 2,000 continuing education courses. Today, there are over 120,000 Maryland citizens participating in a noncredit continuing education system which includes over 6,000 courses.

The State Board for Community Colleges continues to recognize the importance of continuing education in the community college mission and reaffirms the commitment to varied and excellent noncredit courses through Maryland community colleges.

Brent M. Johnson
Executive Director

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RESOLUTION

WHEREAS, Maryland community colleges have developed a variety of continuing education course offerings which have significantly expanded adult learning opportunities for the citizens of the State of Maryland;

WHEREAS, Continuing education courses in Maryland community colleges provide the citizens of Maryland with courses which are convenient, low-cost, and of high quality;

WHEREAS, Maryland community colleges, as providers of continuing education, have developed a variety of instructional offerings for the upgrading of employee job-related skills to assist business and industry;

WHEREAS, Continuing education courses in Maryland community colleges have provided a network of public service courses, as well as accessible career development and developmental educational offerings which foster the enhancement of the quality of life for all citizens of the State of Maryland;

WHEREAS, Maryland community colleges, as providers of continuing education, offer a vital service to Maryland citizens served by the community colleges and demonstrate the commitment of the community colleges to the concept of education as a lifelong process;

NOW, THEREFORE, BE IT RESOLVED, That the Maryland State Board for Community Colleges reaffirms its encouragement and support of the colleges for their development of continuing education courses as stated in this Board's Resolution of January 1971. Further, the Board recognizes the significant contribution this aspect of the community college system has made by providing varied and excellent educational services and opportunities to the citizens of the State of Maryland.

Adopted by
Maryland State Board for Community Colleges
May 1978

I. CONTINUING EDUCATION POLICIES

The following policies for State participation in continuing education courses have been adopted by the State Board for Community Colleges under COMAR 13.51.01 General Policies, Title 13 Education. Community colleges shall adhere to the guidelines and procedures specified below and shall operate in accordance with the schedule and format contained in this manual. Except as otherwise stipulated in this manual, all General Policies of the Board shall be equally applicable to credit programs and continuing education courses.

(1) Enrollment information shall be submitted to the Board for all noncredit courses taught by the community colleges during each fiscal year.

(2) Continuing education courses shall be approved for State funding based upon a review by the State Board for Community Colleges of course titles, course descriptions, and course objectives.

(3) Continuing education courses which are approved for State funding shall be conducted in accordance with the approved description and objectives and shall be advertised consistently under the title approved by the Board.

(4) Continuing education courses shall be taught for a minimum of 5 contact hours to be eligible for State funding.

(5) Recreational courses may not be approved for State funding.

(6) Approval for State funding of a continuing education course shall be for a period of not less than 2 fiscal years unless the college has been otherwise notified in writing by the State Board for Community Colleges.

(7) New submission and evaluation criteria for State funding may not be applied retroactively to approved continuing education courses.

(8) Student enrollment records for continuing education courses shall be retained by the colleges for a period of not less than 5 years.

(9) When two or more community colleges jointly sponsor a continuing education course, participating students shall be enrolled, recorded, and registered by the institution which will ultimately submit them for State funding.

(10) All students enrolled in continuing education courses approved for State funding shall pay tuition or fees or both, unless otherwise permitted by State law.

(11) Community colleges may not receive State funding for students under 16 years old enrolled in continuing education courses, unless otherwise permitted by State law.

(12) High school students concurrently enrolled in continuing education courses which are part of their high school curriculum may not be submitted for State funding.

(13) Community college employees who are enrolled in continuing education courses on a tuition-free basis, either through tuition waiver, tuition payment-reimbursement, or by direct finance of the course work by individual college departments, may not be submitted for State funding.

(14) Instruction in continuing education courses shall involve direct faculty and student contact.

(15) Procedures governing payments to the community colleges are contained in the State Board for Community Colleges Financial Guidelines and Procedures Manual.

(16) Continuing education courses which are approved for State funding shall be open to the public.

(17) Community colleges may not identify one or a series of continuing education courses as credit Programs or award credit Degrees or credit Certificates for the successful completion of noncredit course work, as specified in the Minimum Requirements for Degree-Granting Two Year Colleges.

Related Financial Policies

(1) If State or federally funded contracts or grants, or both, pay for program or course costs, or both, State aid will not be paid for that proportion of full-time equivalent students whose total costs are funded by the grant or contract (effective July 1, 1978). Reference should be made to State Board Policy COMAR 13.51.01.04H and the related procedures and exceptions.

(2) A community college shall receive prior approval from the Maryland State Board for Community Colleges before entering into a contractual agreement with any organization or institution which offers instruction leading to the generation of credit or equated credit which shall be submitted for State aid.

(3) If permitted by the board of trustees of a community college, a resident of this State who is 60 years old or older, or who is retired and disabled as defined by the Social Security or Railroad Retirement Act, and who enrolls in any class at the community college, is exempt from payment of tuition and shall be counted in computing full-time equivalent enrollment.

(4) Students shall be classified by their geographic area of residence to insure that out-of-state students do not enter into the computation of full-time equivalent students for State aid purposes.

II. EVALUATION CRITERIA FOR NONCREDIT COURSES

There are two major categories of courses that comprise the noncredit curriculum of Maryland community colleges--courses for which State funding is requested and courses for which State funding is not requested. Procedurally, the State Board for Community Colleges handles the two categories differently.

Courses Submitted for State Funding

All continuing education courses for which enrollment data is to be submitted for State funding are individually reviewed and evaluated by the State Board for Community Colleges Director of Continuing Education. The review is based on the following criteria:

> Descriptive information for each continuing education course is submitted to the State Board for Community Colleges on the SBCC-CC-10 form. The course description, course objective, and course title listed on the CC-10 must illustrate the skill or knowledge to be developed and the student outcomes expected for each continuing education course. Continuing education courses are normally deemed eligible for State funding when the submitted CC-10 information contains clearly-defined course descriptions and objectives which focus on the areas of vocational-technical education, supplemental, certification, licensure, or relicensure educational requirements for professionals and others within the community colleges' service areas, industrial training, developmental education, consumer education, community development, and health and safety education.

Courses are given special consideration for State funding when they provide learning opportunities for the elderly, and when they provide educational and training opportunities for the handicapped.

Courses for Which State Funding is Not Requested

The State Board for Community Colleges maintains a file of all noncredit courses offered in Maryland community colleges which are not submitted for State funding. There is no review of these courses. Colleges are required to submit yearly listings which include the title, course hours, course numbers, and enrollment for such courses. Courses in this category fulfill the community service needs of each college service area.

III. COMPLETION OF THE SBCC-CC-10 FORM

The SBCC-CC-10 form, Continuing Education Courses for State Funding, can be obtained from the State Board for Community Colleges offices. The form, which is color coded to illustrate the fiscal year in which the course is reviewed by the State Board for Community Colleges, may be submitted throughout the year; however, SBCC-CC-10 forms received by the State Board for Community Colleges less than 30 days prior to official State aid payment dates of November 1, March 1, and June 30 will not be included in the State aid request.

The SBCC-CC-10 form, which must be typed with all relevant areas completed, is to be forwarded to the attention of the Director of Continuing Education, State Board for Community Colleges. The SBCC-CC-10 form must be accompanied by a transmittal form (SBCC-CC-11) listing the courses which are being presented for review.

The State Board for Community Colleges will not make any changes or revisions on either the submitted SBCC-CC-10 or SBCC-CC-11 forms. If changes in the related information are required, the forms will be returned to the college.

All continuing education course descriptive material is to be submitted on the SBCC-CC-10 as illustrated.

Sample SBCC-CC-10 Form, Continuing Education Courses for State Funding.

CONTINUING EDUCATION COURSE FOR STATE FUNDING

Course Title: Bank Management: Teller Training

College: Community College of Beltsville Target Population: General Population

Course Description and Objectives

This course is designed for the individual who is entering the Banking field at the teller/cashier level. Upon completion of the course an individual will develop adequate competencies in given areas to enable the individual to function effectively in this profession. Upon completion of the course the student will have completed:

1. A review of basic computational skills relevant to this profession(i.e.percentage).
2. Instruction in job related computational skills (i.e. computation of interest, balancing accounts).
3. Instruction in basic data entry techniques and computer maintenance.
4. A review of operation and function of job related office machinery.
5. Instruction in necessary social and communicative skills.
6. A review of the necessary concepts of human development, conflict resolution, and problem solving.
7. Instruction in introduction to banking & commercial credit (i.e. loans).
8. A review of banking history of Beltsville.

Supplemental College Comment

This course was requested by the First National Bank of Beltsville. It is a component of the bank's EEO program. All new employees take this course. An on-the-job training segment is included but is not computed in contact hours presented here.

The purpose of this form is to determine eligibility of community college continuing education courses for State Funding.

SBCC-CC-10 (Rev. 7/80) Submit Original

Side I

Course Title - The title of the continuing education course identified here must accurately represent the course content. Continuing education courses shall be advertised consistently under the title approved by the Board.

College - Name of the community college proposing the course.

Target Population - Indicate the population for which the course is intended.

Course Description and Objectives - The course description and objectives provided must be succinct statements of the objectives of the course, the skill or knowledge to be taught, and the expected student outcomes. Course descriptions must clearly indicate the intent of a course.

Supplemental College Comment - The supplementary information section may be used to provide the State Board for Community Colleges with any information pertaining to the continuing education course's community support, reference to any special studies supporting implementation of the course, information pertaining to special licensing and certification received upon completion of the course, or any other information establishing the need for the course in the college's service area.

Sample SBCC-CC-10 Form, Continuing Education Courses for State Funding.

Course No.(s)	Course Title or Titles Under which Course will be Taught	Course Hrs.	SBCC Code	Eligibility
BKG001	Bank Management; Teller Training	24		

State Funding: Requested X Not Requested ___ | On Campus Offering ___ Off-Campus Offering X

Has course formerly been *reviewed*? Yes X No ___

If Yes: Fiscal Year '84 Course No. BKG000 Course Hours 24 Eligibility 1 (1, 2, or 3)

Will this course be advertised to the general public? Yes X No ___

Method(s) of Instruction (Please Check)

- Xa. Formal Course Offering
- __ b. Course/Laboratory
- __ c. Course/Field Work
- __ d. Seminar
- __ e. Conference
- __ f. Lecture Series
- __ g. Audio-Visual
- __ h. Travel
- __ i. Correspondence/ Self-Study
- __ j. Newspaper/Self-Study
- __ k. Individual Study/ Self-Paced
- __ l. Programmed Instruction
- __ m. Other (Identify) ___

Course Intent: (Please Check)

- X a. Vocational/Technical
- __ b. Developmental
- __ c. Community Development
- __ d. Consumer
- __ e. Health/Safety
- __ f. Licensure/Certification
- __ g. Industrial Training
- __ h. Family/Life
- __ i. Apprenticeship Related Instruction

Special Population

- __ Senior Adult (60 above)
- __ Handicapped
- __ Disadvantaged
- __ Other (Identify) ___

John B. Smith — Signature of Preparer — 9/1/85 Date

J. L. Louis — Signature of Cont. Educ. Dean — 9/1/85 Date

Thomas Jones — Signature of SBCC Director Cont. Educ. — 9/15/85 Date

(FOR SBCC USE ONLY)

Side 2

Course No.(s) - The course number(s) under which the continuing education course is to be offered for a two-year period. No two courses may have the same course number, and if a course has multiple titles, each title must have a unique course number.

Course Title or Titles Under Which Course Will Be Taught - The course title(s) under which the continuing education course will be offered shall be entered here.

Course Hours - The maximum number of hours for which the continuing education course will be taught.

SBCC Subject Matter Code - To be completed by State Board for Community Colleges. (See Appendix B)

Eligibility - To be completed by State Board for Community Colleges. The eligibility of a course for State aid shall be reflected by the following codes: (1) Approved for State aid, (2) Not Approved for State aid, (3) State aid Not Requested.

State Funding Requested or Not Requested - To be completed by college.

On/Off Campus Offering - Check appropriately.

Has Course formerly been reviewed? - Answer appropriately. If yes, complete all blanks.

Will this course be advertised to the general public? - Check one.

Method(s) of Instruction - Check appropriate answer. The college must identify the instructional methods which are incorporated in each continuing education course.

Course Intent - Check one.

Special Population - Check appropriately. This area should be used only if the population served by the continuing education course indicates the non-recreational intent of the course.

Signatures and Dates - The preparer of the SBCC-CC-10 form and the chief administrator of continuing education at the college must date and sign all forms. Unsigned forms will be returned to the college.

IV. INSTRUCTIONS FOR COMPLETION OF SBCC-CC-11 FORM

All continuing education courses submitted for review must be accompanied by a SBCC-CC-11 form, Data Monitoring Form--Continuing Education Courses for State Funding. This form is used in conjunction with the SBCC-CC-10 form. The purpose of the SBCC-CC-11 is to simplify for both the community colleges and the State Board for Community Colleges the recording of individual courses submitted to the Board for State funding and to transmit to the colleges the Board's decisions pertaining to course eligibility for State funding.

The blank SBCC-CC-11 form should not be duplicated locally. The State Board for Community Colleges will forward the necessary number of copies of the form to each community college. The SBCC-CC-10 forms forwarded to the Board without an accompanying SBCC-CC-11 will be returned to the college. For courses which have multiple titles and/or numbers, all titles and numbers must be listed on the SBCC-CC-11 form.

All continuing education course descriptive material is to be submitted on the SBCC-CC-11 as illustrated.

STATE BOARD FOR COMMUNITY COLLEGES
DATA MONITORING FORM
CONTINUING EDUCATION COURSES FOR STATE FUNDING

FISCAL YEAR 1985

Beltsville Community College
COLLEGE

	New Submission	Resubmission	Deletion	Course Number	Course Title	Course Hours	Senior	Handicapped	SBCC Code	Eligibility	Comment
	X			BKG001	Bank Management: Teller Training	24					
		X		NSG010	Refresher Nurses Training	6					
	X			PDE012	Nutrition for the Elderly	12	X				
	X			PMH013	Sign Language	20		X			
5											
10											
15											
20											

No. of CC-10's Sent to SBCC: 4

April 14, 1985
Date

J. B. Smith
Signature of Preparer

SBCC-CC-11: 1/80

ELIGIBILITY CODE:

1,, - Approved
1,1, - Approved for Seniors
1,,1 - Approved for Handicapped
2,, - Not Approved
2,1, - Not Approved for Seniors
2,,2 - Not Approved for Handicapped
3,, - Not Requested

COMMENT CODE:

The Eligibility of this course is in question because of one or more of the following reasons:

A. Target Population
B. Title
C. Course Hours
D. Course Description
E. Duplicate Course Number
F. Card Retained at SBCC

Side 1

New Submission - If the course has never been submitted to the Board for review or has been submitted to the Board and returned to the college without action, please check.

Resubmission - If the course has been previously submitted to the Board for review and is currently listed in the State Board Continuing Education Inventory, please check.

Deletion - If the course is to be deleted from your college inventory, a separate SBCC-CC-11 form should be completed. On this form check the deletion column for each course and list only the course number and course title. Courses may not be deleted from a college continuing education inventory if any FTEs have been generated during the current fiscal year.

Course Number - Courses should be listed on this form in numerical order using this number.

College Course Title - Please indicate the course title. If the complete title exceeds 50 spaces, please abbreviate.

Course Hours - List the maximum number of course hours.

Senior - Handicapped - If a course is created for either of these populations, please check appropriately.

SBCC Code, Eligibility, and Comment Code - The State Board for Community Colleges will complete these sections of the form.

Side 2

On Side 2 of the SBCC-CC-11 the eligibility code and comment code are listed. The eligibility code reflects the aid status of a continuing education course. The comment code provides the college with an explanation of courses which are submitted to the Board and returned to the college because of insufficient information or for courses which are submitted to the Board and deemed ineligible for State aid.

V. INSTRUCTIONS FOR COMPLETION OF SBCC-CC-12 FORM

Course titles and enrollments in courses for which State funding is not requested or which represent courses not eligible to receive State funding are submitted to the State Board for Community Colleges by using a SBCC-CC-12, Enrollment Report for (Equated Credit) Continuing Education Courses Not Eligible or Aid Not Requested.

All enrollments in equated credit continuing education courses which are not reported on the CC-3 should be reported on the SBCC-CC-12 form. Enrollments for the CC-12 should be measured in a manner consistent with the CC-3 procedures. The completed CC-12 form or computer printout using the format of the SBCC-CC-12 form must be submitted to the State Board for Community Colleges for all courses prior to the close of the fiscal year in which the course was offered.

The same general instructions for completing the SBCC-CC-3 form are to be followed in completing the SBCC-CC-12.

Illustrated on page 15 is a properly completed sample of the SBCC-CC-12 form, Enrollment Report for (Equated Credit) Continuing Education Courses Not Eligible or Aid Not Requested.

Sample SBCC-CC-12 Form, Enrollment Report for (Equated Credit) Continuing Education Courses Not Eligible or Aid Not Requested

STATE BOARD FOR COMMUNITY COLLEGES
ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES
NOT ELIGIBLE OR AID NOT REQUESTED

Fiscal Year 1985

Beltsville Community College
(Community College)

	Col. 1		Col. 2	Col. 3 (Col. 2 ÷ 15)	Col. 4	Col. 5	Col. 6 (Col. 3 x Col. 4 ÷ 30)
	Continuing Education Courses Not Eligible or Aid Not Requested						
	Course Number	Course Title	Total Course Hours	Equated Credit Hours	Maryland Residents	Other States and Foreign Students	FTE Students
	5-65-1	All That Glitters	3.00	.20	7	2	.05
5							
10							
15							
20							
		TOTALS	3.00	.20	7	2	.05

INSTRUCTIONS: Column 1--the course number should contain no more than six (6) characters; the course title should be abbreviated to no more than fifty (50) characters. Column 3--divide column 2 by 15 and enter the result of this division. Column 6--multiply the equated credits (column 3) by the number of Maryland residents (column 4), divide this product by 30, and enter the result. Column 6 should show two decimal places.

J. B. Smith
(Signature of Preparer)

4/14/85
(Date)

John F. Jones
(Signature of President)

SBCC-CC-12 (Rev. 7/80)

VI. COMPLETION OF SBCC-CC-3 FORM

When the SBCC-CC-10 information has been reviewed and the continuing education course has been approved for State aid, the SBCC-CC-3 form, Enrollment Report for (Equated Credit) Continuing Education Courses, is completed to secure State aid payment. The following procedure for completion of the SBCC-CC-3 form should be used by the college.

State reimbursement for continuing education courses is computed on the basis of enrollment data. The SBCC-CC-3 form is used by the community colleges for reporting enrollment in continuing education (equated credit) courses which have been previously approved for funding by the State Board for Community Colleges. The SBCC-CC-3 form provides the SBCC with the following certification statement relating to enrollment data:

> This is to certify that this community college is eligible for State aid for the Maryland residents reported above for the _____ of the fiscal year ending June 30, ___ who are enrolled at this community college in courses approved by the State Board for Community Colleges. No individuals included in the above counts are under 16 years of age, except as provided by State law. The above FTE measurements have been reduced by _____ FTE students because of the application of COMAR 13.51.01.04H relating to State and federal contracts.

An important relationship exists between the SBCC-CC-10 and the SBCC-CC-3. Data entries on the SBCC-CC-10 effect the payment of State aid based on the SBCC-CC-3 submissions. Please note the following for the proper completion of the SBCC enrollment report for continuing education (equated credit) courses.

1. The procedures for the measurement of enrollment in equated credit continuing education courses are generally consistent with those procedures used in the credit area (See Financial Guidelines Manual):

   - FTE student enrollments in noncredit courses which are taught over a full semester will be measured at the end of the third week of classes.

   - FTE student enrollments in noncredit courses which are taught over a period of time which is less than or greater than a full semester are measured at a point in time which is 20 percent of the total course time. If one-fifth of the class hours does not fall at the end of a class meeting, FTE student enrollment should be measured at the end of the class meeting in which one-fifth of the total number of class hours fall.

- Only those students who have registered prior to the one-fifth point and who are enrolled at the one-fifth point can be claimed for State aid purposes.

- FTE student enrollment is reported as enrollment for the fiscal year in which it is measured.

2. The SBCC-CC-3 reports may be submitted to the State Board for Community Colleges throughout the fiscal year. Colleges are urged to submit this enrollment data as soon as possible after the cutoff date for determining enrollment, but in no case later than the end of the fiscal year in which the reported student enrollment is measured.

It may not always be possible to meet the SBCC-CC-3 enrollment report filing date. If a college misses the November and March filing dates, the college should complete, as soon as possible, a supplemental SBCC-CC-3 Enrollment Report labeled Fall, Summer, or Spring, according to when the courses were taught. Enrollment data for those courses whose one-fifth date is reached after the June filing date for the CC-10, but prior to the close of the fiscal year, should be reported on the SBCC-CC-4 Annual Financial Report for the fiscal year in which the enrollment is measured. A SBCC-CC-3 should be filed with the SBCC-CC-4 to claim aid for these FTE students. State aid for FTE student enrollment measured after the filing date and before the end of the fiscal year will be paid in the November aid payment in the next fiscal year.

When completing the SBCC-CC-3 form, Enrollment Report for (Equated Credit) Continuing Education Courses:

- Colleges must assign a unique course number and course title to each continuing education course at the time it is submitted to the State Board for Community Colleges for approval. The course title and course number approved by the State Board for Community Colleges on the SBCC-CC-10 form is the course number and course title that must be consistently used for reporting purposes on the SBCC-CC-3 and courses submitted through the SBCC-CC-4 audit adjustment process. Discrepancies (between title and course number, etc.) will result in no State aid payment at that time.

- In courses approved for special student populations, the State makes payment only for the special interest group participants. Such courses are deemed ineligible for any other students.

- Courses listed on the SBCC-CC-3 must have been approved by the State Board for Community Colleges prior to the SBCC-CC-10 closing date for that aid payment. Course approval is not retroactive.

- Each continuing education course must be listed separately on the SBCC-CC-3 form by course title and number. Individual sections of the same course, however, may be combined into a single entry.

- Course hours reported on the SBCC-CC-3 enrollment report should correspond to those hours listed on the SBCC-CC-10 form. Payment will not be made for any noncredit course whose hours are 25 percent below or any number above the hours listed on the approved SBCC-CC-10.

- A computer printout may be used as a substitute for the SBCC-CC-3 form as long as the State Board for Community Colleges format is followed.

- Enrollment data for students who have been deleted through application of the General Policy COMAR 13.51.01.04H must be reported on the SBCC-CC-12 Enrollment Report for (Equated Credit) Continuing Education Courses Not Eligible or Aid Not Requested.

A completed sample of the SBCC-CC-3 form, Enrollment Report for (Equated Credit) Continuing Education Courses, and a sample of the computer printout are shown on page 19.

The specific months for payment of State aid are set by State law. In the submission-payment process for continuing education courses approved for State funding, the following schedule will be observed by the State Board for Community Colleges.

Last date for submission of SBCC-CC-10 and SBCC-CC-11	Last date for submission of SBCC-CC-3 and SBCC-CC-12	Date of Payment by SBCC
September 30	October 16	November 1
January 30	February 16	March 1
May 30	June 16	June 30

(Please note if the above dates fall on a holiday or a weekend, the following work day will apply.)

STATE BOARD FOR COMMUNITY COLLEGES
ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES

Fiscal Year 1985

Beltsville Community College
(Community College)

Col. 1		Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Continuing Education Courses			(Col. 2 ÷ 15)			(Col. 3 x Col. 4 ÷ 30)
Course Number	Course Title	Total Course Hours	Equated Credit Hours	Maryland Residents	Other States and Foreign Students	FTE Students
DEK020	AUTO BODY REPAIR	14.40	.960	106		3.29
5						
10						
15						
	TOTALS					

INSTRUCTIONS: Column 1--the course number should contain no more than six (6) characters; the course title should be abbreviated to no more than fifty (50) characters. Column 3--divide column 2 by 15 and enter the result of this division. Column 6--multiply the equated credits (column 3) by the number of Maryland residents (column 4), divide this product by 30, and enter the result. Column 6 should show two decimal places.

CERTIFICATE OF MARYLAND STUDENTS FOR STATE AID

This is to certify that this community college is eligible for State Aid for the Maryland residents reported above for the Fall of the fiscal year ending June 30, '85 who are enrolled at this community college in courses approved by the State Board for Community Colleges. No individuals included in the above counts are under 16 years of age. The above FTE measurements have been reduced by 0 FTE students because of the application of COMAR 13.51.01 relating to State and federal contracts.

Robert W. Lewis (Signature of Preparer) 1/20/85 (Date) John F. Jones (Signature of President)

SBCC:CC-3 (Rev. 7/80)

Sample of computer printout, in lieu of Enrollment Report for (Equated Credit) Continuing Education Courses.

ENROLLMENT REPORT
FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES

BELTSVILLE COMMUNITY COLLEGE

	1		2	3	4	5	6
	CONTINUING EDUCATION COURSES (BY TITLE)	COURSE NUMBER	TOTAL COURSE HOURS	(Col.2 /15) EQUATED CREDIT HOURS	MARYLAND RESIDENTS	0 STATES AND FOREIGN STUDENTS	(Col.3X 4 / 30) FTE STUDENTS
1	SOLR ENERGY INSTL & MAIN	ABC010	30.00	2.000	12		.80
2	BOILERS, PUMPS & FANS	DEF011	54.00	3.600	17		2.04
3	CONSTRUCTION COST ESTNG	GHI012	30.00	2.000	8		.53
4	AIR CONDITIONING EQUIP	JKL013	30.00	2.000	18		1.20
5	INTRDCTN PWR PLNT TECHNLG	MNO014	38.40	2.560	36		3.07
6	MANUAL COMMUNICATIONS	PQR015	38.40	2.560	29		2.47
7	PNEUMATIC CONTROL MAIN	STU016	36.00	2.400	23		1.84
8	RECREATIONAL LEADRS TRNG	VWX017	12.00	.800	9		.24
9	CARDIOPULMONARY RESUSCITA	XYZ018	3.60	.240	27		.22
10	ADV FIRST AID/EMERGENCY	ADG019	48.00	3.200	17		1.81
11	CREATIVE JB SRCH TCHN/HND	DEH020	14.40	.960	102		3.26
12	AUTO BODY REPAIR	DEK020	14.40	.960	106		3.29
13	HUMAN POTNTL TRNG/BASIC	EAH021	21.60	1.440	8		.38
14	BASIC NURSING SKILLS	NUR022	18.00	1.200	10		.40
15	CREATIVE CAREER DVLPMNT	HUM100	9.00	.600	78		1.56
16	EFFV MTHDS ACHVNG CR PRSN	HUM101	14.40	.960	10		.32
17	HISTORY OF THE U.S.	HIS202	9.00	.600	21		.42
18	CREATIVE WRITING	ENG303	4.80	.320	8		.09
19	RDNG-EFFCTVE PRSNL LVNG	GAD334	27.00	1.800	19		1.14
20	PRINTING & REPROGRAPHICS	PRI336	21.60	1.440	12		.58
		TOTAL	474.60	31.640	570		25.76

This is to certify that this community college is eligible for State Aid for the Maryland residents reported above for the Fall of the fiscal year ending June 30, 1985 who are enrolled at this community college in courses approved by the State Board for Community Colleges. No individuals included in the above counts are under 16 years of age. The above FTE measurements have been reduced by 0 FTE students because of the application of COMAR 13.51.01 relating to State and federal contracts.

John A. Smith (Prepared by) 1/1/85 (Date) John F. Jones (College President)

VII. RESUBMISSIONS

Ineligible Courses

Continuing education courses which have been denied approval for State funding may be resubmitted to the State Board for Community Colleges at any time. A new SBCC-CC-10 form must be completed for such courses with new descriptive information illustrating the conformity of course objectives and description to the areas of vocational-technical education, supplemental, certification, licensure, or relicensure educational requirements for professionals and others within the community colleges service areas, industrial training, developmental education, consumer education, community development, health and safety education, and substantiating the course as nonrecreational.

Eligible Courses

If the course hours for a continuing education course have been reduced by 25 percent or increased, a new CC-10 form must be completed illustrating the change in the course content. The same is also true for continuing education courses requiring new titles and new course numbers. As a general rule, it can be stated that if any element of a noncredit course is changed, for example, change in instructional activities, course intent, student outcome, etc., a new CC-10 should be submitted.

VIII. APPEAL PROCESS

The community colleges may appeal to the State Board for Community Colleges for any courses submitted but denied approval for State funding. To appeal, the college should:

- Request, in writing, for a reevaluation by the State Board for Community Colleges Director of Continuing Education.
- If the reevaluation by the Continuing Education Director results in disapproval, the State Board for Community Colleges Director of Continuing Education will apprise the Executive Director of the State Board for Community Colleges of the college's appeal, and will present to the college and the Executive Director a written evaluation of the course.
- If after a review by the Executive Director of the State Board for Community Colleges, the course is still denied approval, the college has the prerogative of requesting a hearing before the State Board for Community Colleges. The college appeal shall be in the form of a written request for a Board hearing from the college President to the Executive Director of the State Board for Community Colleges.

IX. BIENNIAL REVIEW PROCESS

After a course has been approved for two or more fiscal years, a course will be reviewed by the State Board for Community Colleges. At the conclusion of each two-year approval period, the college will receive a listing of those courses for which approval has been continued.

In April of each year a listing of the courses to be reviewed will be forwarded to the college.

The following courses will be automatically deleted from each college inventory at the end of two fiscal years:

- Courses which the colleges request to be deleted after their on-campus reevaluation process.
- Courses which have not generated any full-time equivalent students for two years.

A review of all remaining continuing education courses will be conducted and a meeting will be scheduled with each continuing education dean to discuss the evaluation.

APPENDIX A

TERMINOLOGY USED IN THIS MANUAL

TERMINOLOGY USED IN THIS MANUAL

State participation in the funding of continuing education is based on a course-by-course evaluation process. Within the framework of State level administration, these definitions are recognized by the State Board for Community Colleges as operational definitions.

Apprenticeship Course - The related educational instructional component of an apprenticeship program offered by a community college.

Continuing Education - Noncredit courses designed primarily for part-time and returning students. Some noncredit courses are self-supporting and some are state-assisted.

Continuing Education Course Inventory - A State Board for Community Colleges listing by college and course number of all community college noncredit courses.

Continuing Education Unit - A uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in noncredit continuing education. The use of this notation regarding a continuing education course shall not be required or administered by the State Board for Community Colleges and the awarding of a Continuing Education Unit (CEU) shall have no impact on the approval of a course for State funding.

Course - Formal instruction or other planned educational experiences with established goals and under the guidance of a faculty member.

Course Hours - Fifty-minute instructional periods in which there is direct faculty-student contact.

Course Number - A college assigned number not exceeding six letters, numbers, spaces, or punctuation marks used for reporting purposes to the State Board for Community Colleges. No two continuing education courses from a specific college may be assigned the same course number.

Disadvantaged - One whose economic, educational, or cultural development may limit or inhibit growth or learning opportunities.

Equated Full-Time Equivalent (FTE) Student - Equated full-time equivalent students (Maryland) are computed by dividing the minutes of direct instruction by 50 to determine the number of contact hours; dividing total contact hours by 15 to determine equated credits; multiplying this result by the number of Maryland residents enrolled; and dividing this result by 30. The equated full-time equivalent (FTE) student is used in Maryland for measuring enrollment in noncredit courses.

Handicapped - One who has a physical or mental impairment which substantially limits one or more major life activities.

Industrial Training - These programs, assisted in part by the State grants, are developed specifically to meet the manpower training needs of large business concerns which are expanding their existing operations in Maryland or are newly located in the State. These programs are designed for and tailored to the individual industry, and may include the scheduling of new courses, hiring of new faculty, purchase of new equipment, and often entail the creation of new instructional material not available in book form. As the State shares the cost of training with the expanding industry, the program provides a potent stimulus to locate or expand employment in Maryland.

Joint College Sponsorship of A Course - A course in which the academic and administrative control rests with two or more community colleges.

Senior Citizen - A resident of Maryland 60 years of age or over at time of registration.

SBCC Subject Code - A taxonomy developed by the Board staff for the classification of the noncredit adult learning opportunities offered through continuing education courses and community services activities.

State Funds - Funds which are paid from the General Fund budget of the several agencies of the State, excluding federal funds received by State agencies.

Student - An enrolled person who is at least 16 years of age at the time of registration.

Student Enrollment Records - Original records signed and dated by the student and maintained by the college for five years certifying the student registration, enrollment, address, and tuition and/or fee paid in continuing education courses.

Tuition and Fees - Reasonable amounts charged by a college for noncredit instruction. Tuition policies are approved by each college Board of Trustees.

APPENDIX B

SUBJECT CLASSIFICATION CODE

STATE BOARD FOR COMMUNITY COLLEGES

SUBJECT CLASSIFICATION CODE

INTRODUCTION

The State Board Subject Classification code, developed by the State Board for Community Colleges is a subject taxonomy which systematizes the classification of the noncredit adult learning opportunities offered through the continuing education/community services divisions of Maryland's seventeen community colleges.

The system provides subject matter categories for the 4,000 continuing education courses reviewed by the State Board for Community Colleges staff each fiscal year using a classification system that addresses all aspects of the community college unique mission in the area of noncredit adult continuing education. Unlike more traditional classification systems, the State Board Subject Classification system places greater emphasis on the vocational-technical area of study, provides for greater flexibility in relationship to the organization of public service curriculum, and allows for categorization of community service subject matter which normally could not be easily classified under the traditional liberal arts content areas found in other subject matter taxonomies.

The current State classification system provides the Maryland community college system with a single standardized taxonomy for noncredit courses, thus, enabling the colleges, the State Board for Community Colleges, and other State educational agencies to create mechanisms for the coordination, collection, record keeping, reporting and exchange of data pertaining to noncredit adult continuing education courses of instruction. It also provides for the State and the general public a useful reference tool to illustrate the variety, depth, and locations of community college courses in adult continuing education.

The State Board Subject Classification system, developed in coordination with the State Deans and Directors of Continuing Education/Community Services, used as a primary resource, the "Handbook of Standard Terminology for Describing Adult Learning Opportunities" prepared by the National Center for Higher Education Management Systems for the National Center for Education Statistics. Using existing resources, the staff of the State Board for Community Colleges and deans of continuing education/community services coordinated the adaptation of this new system to convey to the public the extent and variety of learning opportunities provided for the adults of Maryland by the State's seventeen community colleges. The State Board Subject Classification system replaces the State Board's use of the HEGIS system for classification of noncredit courses.

STATE BOARD SUBJECT CLASSIFICATION SYSTEM

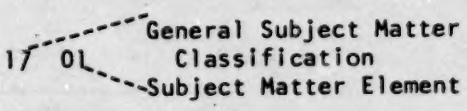
The State Board Subject Classification system uses a four-digit code. The first two digits represents the general subject matter classification of which there are twenty-two. The final two digits represent the subject matter elements within each classification. A single subject classification may have two through twenty-eight subject elements.

All general classifications use the code .99 to designate subject matter elements not elsewhere classified; thus all twenty-two subject matter classifications have a .99 or "other" code that list one-of-a-kind courses or courses which do not readily fall into the listed subject matter elements

The illustration below is of one general subject matter classification category with its listed subject matter elements. Both the general subject matter classification and the subject matter element are arranged in alpha-numerical order.

17 - MILITARY SCIENCES

17 01 Military Sciences/General
17 02 National Security and Defense
17 99 Other Military Sciences



EXPLANATIONS OF GENERAL SUBJECT MATTER CLASSIFICATION

In this section, an explanation will be given for each general subject matter classification. The explanation is provided to highlight the differences between the traditional liberal arts interpretations of these subject areas and the vocational oriented interpretations used in community college noncredit courses.

The following will give you a brief explanation of each classification:

01. AGRICULTURE AND RENEWABLE NATURAL RESOURCES:

Courses within the Agriculture and Renewable Natural Resources area have as their major emphasis knowledge concerning the technologies necessary for the production of food, fiber, and the management of natural resources. The elements within this category pertain to such topics as the propagation and processing of plant and animal life, landscape design, grounds and gardening, all phases of farm operations, and natural resources services such as fisheries, forestry, trapping, etc. Ancillary subject elements of the agricultural and renewable natural resources subject area include wildlife management, the management of waste products and the filtration, purification and distribution of water.

02. ARCHITECTURE AND ENVIRONMENTAL DESIGN:

The coursework within this classification relates to the art or science of refining existing architectural structures so that they become more habitable. Within this category are listed also courses which relate to the technologies needed for the control, preservation and adaptation of one's living environment. Although the classification provides the latitude for expansion into environmental planning and architectural engineering theory, presently course development in this subject area falls within the historical study and preservation of housing as well as energy basics and energy conservation technologies.

03. ARTS, VISUAL AND PERFORMING:

The Arts classification has a dual focus. Primary intent is the development of the individual in terms of the humanistic elements of our society. The secondary intent is skill-oriented in regard to the professional development of individuals in the area of the visual and performing arts.

Traditional subject elements of the art world are included within this classification. Excluded are those art subject areas where the major focus of the course is physical education activity. Special areas such as art therapy and crafts have been included in that they function as art forms as well as diagnostic and therapeutic modalities for the physically and mentally handicapped.

04. BUSINESS:

The Business category lists courses related to occupational upgrading in the vocational areas of sales, office practices, real estate, financial administration, and insurance. Special emphasis is placed on courses for small business persons, courses in income tax for business concerns, and effective business communications for both written and oral reporting. Under the 04. general business classification, only the subject element, 08 "Income Tax Preparation/Consumer" is nonvocational in intent.

05. COMMUNICATION:

Noncredit Communication courses involve both professional and non-professional development of those interested in the "media" field. A major portion of the courses presently listed within this area involve aspects of journalism-commercial writing and editing, as well as, a number of nonprofessional photography courses.

Those courses listed under the advertising subject element within this category are highly business/technical related with only a few courses involving the general principles and philosophy of the advertising medium. All other elements of this classification are technological aspects of visual, written, and spoken transmissions of ideas using both the individual as a communication instrument and media or commercial communication technology.

06. COMPUTER SCIENCE DATA PROCESSING:

This subject matter defines and integrates principles of data processing for the upgrading and acquisition of competency in the programming and operation of modern computers. The coursework listed investigates technical areas of data processing such as system analysts, and systems engineering as well as philosophical considerations within the data processing area.

07. EDUCATION:

The subject matter of this classification is concerned with the knowledge and skills required for the delivery of educational services to the general population. Subject matter relates not only to the student but to the provider of educational services.

Specific types of educational curricula, such as GED courses, English as a second language, remedial/developmental courses, etc. are catalogued along with courses directly related to professional upgrading, curriculum development, and educational development. Of specific interest in this category are those educational courses and services for the handicapped and developmentally disabled.

08. ENGINEERING AND ENGINEERING TECHNOLOGY:

The courses within this subject classification are specifically related to professional upgrading for occupations in support of engineers and engineering crafts persons. All major aspects of engineering practice are listed. Within this classification, automotive mechanics and aeronautical training are also included.

09. HEALTH CARE AND HEALTH SCIENCES:

Noncredit courses in this area are basically for professional upgrading of medically-oriented occupations and support personnel in health related service agencies. The coursework is designed to provide upgrading for the medical profession, nursing personnel, health care personnel, etc., as well as the consumer, and the para-professional. The areas listed include those health and medically-oriented subjects that are most frequently offered in Maryland community colleges and do not include all major medical-health related subjects for professional development.

10. HOME ECONOMICS:

Except for those courses provided for individuals providing domestic services in institutional or private settings, all coursework within this area is oriented toward consumer development on a personal and community level.

Home management, family studies, food and nutrition, and personal or self-development courses are included here. Special emphasis is placed on both service courses for the older adult as well as courses designed to improve aspects of family living.

11. INDUSTRIAL ARTS:

The industrial technology classification includes courses for professional upgrading of three major classifications of crafts persons or trades persons, those employed in construction related-structural work occupations, those employed in industrial machine trades occupations, and those employed in commercial service occupations. All noncredit courses generated through the subject elements within this classification are of a vocational nature. The photography courses listed are strictly industrial or professional photographic services as are those courses listed in the Food Service and hospitality technologies which apply strictly to professional restaurateur, hotel-motel management, etc. The personal service and the product service categories are heterogenous in nature. The former includes such occupations as cosmetology, floristry, etc., and the latter applies to all aspects of product maintenance or repair services.

12. LANGUAGE, LINGUISTICS, AND LITERATURE:

Within this classification are listed those courses for language development, structural writing skills development, and literature. The noncredit courses listed within this category represent basic introductory language courses taken for personal enrichment, literature courses taken for refining of reading skills and pleasure, and writing skills. The writing skills highlighted here do not include noncredit courses targeted for journalists or those preparing manuscripts for business or professional reasons. These courses are listed in 05 COMMUNICATION category under Journalism and 04 BUSINESS category under Information Communication. Writing skills for the developmental student are listed within the 07 EDUCATION category under Basic English and Writing Skills and also is not included within this subject matter category.

13. LAW:

Courses within the Law classification are for professional upgrading of those individuals in various employment fields, for those in paralegal positions, and for those members of the general public interested in legal information.

"Estate Planning" and "Law for the Layman" are two of the most recurrent courses in this subject area. Included are other courses of interest which relate mostly to business and municipal law.

14. LIBRARIES AND MUSEUMS:

Within this subject area, there are three types of noncredit courses. There are those courses whose emphasis is libraries/museums as a study skills tool, those courses whose emphasis is libraries/museums as a resources of art, history, local color, etc., and those courses whose emphasis is the administration and organization of libraries and museums.

15. LIFE SCIENCES AND PHYSICAL SCIENCES:

The noncredit courses within this category are targeted for academic development and personal interest. Excluded are those courses within oceanology which apply to aspects of navigation and can be taken for both vocational and personal-academic interest reasons. Not including oceanography, all other areas within the Life Sciences subject area are currently designed for cultural development of senior citizens, for academic preparation of non-matriculating students and for consumer awareness.

16. MATHEMATICAL SCIENCES:

The subject matter of this category examines the content elements of the mathematical sciences area.

Remedial mathematical sciences are treated as a subject matter element of the 07 EDUCATION category; however, courses that are categorized as developmental are listed within this subject category. Metric courses for both the general population and for vocational or professional uses appear most often within this category. Mathematical-Sciences oriented toward on-the-job skills or requirements are listed here also.

17. MILITARY SCIENCES:

Courses within the Military Sciences general subject matter classification are designed basically for personal interest. Noncredit courses that are for consumer information relating to the military services or courses related to explanation of our National Security and Defense mechanisms could be listed within this category.

18. PHILOSOPHY, RELIGION, AND THEOLOGY:

The courses within this subject area have as a major focus the personal enrichment and academic development of students in the area of philosophical and religious studies.

19. PHYSICAL EDUCATION, HEALTH EDUCATION, AND LEISURE:

The subject matter of this category is multifaceted and incorporates not only the traditional health and physical education curriculum, but also, noncredit courses in safety education, and exercise therapy for the aged, and for the physically emotionally handicapped.

Most of the courses in the physical education subject element are courses for personal enrichment. Fitness courses within this subject category include weight control, slimnastics, and maintenance or upgrading activities for the purpose of overall fitness. The general physical education subject element includes basic physical education subject matter such as gynmastics, tennis, swimming, etc. The safety subject element applies to aspects of safety education in physical education and sports related subject matter. (Examples are water safety, hunting safety, etc.) The dance courses listed here apply to non-art forms of physical exercise, and the sports officiating applies to both practical courses such as training for soccer officials and theory courses such as sports and the law.

20. PSYCHOLOGY:

Counseling and guidance appears as a subject element of the EDUCATION category. All other aspects of psychology and psychological counseling are incorporated within this subject matter area. The noncredit courses currently listed here concern not only the more topical course material of psychology, such as ESP, Assertiveness Training, etc., but also the traditional curricula of pyschology, such as Basic Psychology, Social Psychology, etc.

21. PUBLIC ADMINISTRATION AND SOCIAL SERVICES:

Although this subject matter category allows for future development of noncredit courses concerned with community awareness and developmental programs, currently, the majority of the courses within this subject element are concerned with law enforcement, crime prevention, and security guard training. A significant number of courses in volunteerism is also present.

22. SOCIAL SCIENCES AND SOCIAL STUDIES:

The Social Sciences subject matter area includes courses which are basically for the personal enrichment of a student. Most of the noncredit courses in this area fall within 2204 HISTORY and 2205 POLITICAL SCIENCE AND GOVERNMENT. The noncredit courses developed focus on contemporary issues and current events, regional historical questions, and traditional themes and periods of history. The courses are developed for the personal awareness and academic enrichment of noncredit students.

SBCC SUBJECT CLASSIFICATION CODE - 01 - 05

01 AGRICULTURE AND RENEWABLE NATURAL RESOURCES

01 01 Agricultural/Basic
01 02 Agricultural Engineering
01 03 Agricultural Technology
01 04 Animal Sciences
01 05 Economic Agricultural
01 06 Fisheries
01 07 Forestry
01 08 Land Reclamation
01 09 Horticulture
01 10 Outdoor Recreation
01 11 Plant Sciences
01 12 Range Science
01 13 Renewable Natural Resources
01 14 Sanitation Technology
01 15 Soil Sciences
01 16 Wildlife
01 99 Other Agricultural & Renewable Natural Resources

02 ARCHITECTURE AND ENVIRONMENTAL DESIGN

02 01 Architectural Preservation
02 02 Construction & Design Implementation
02 03 Environmental Design
02 04 Environmental Technology Conservation & Utilization
02 05 Environmental Technology Energy Related
02 06 Environmental Technology/General
02 07 Materials of Architecture & Environmental Design
02 08 Planning & Design Technology
02 09 Structural Technology
02 99 Other Architecture & Environmental Design

03 ARTS, VISUAL AND PERFORMING

03 01 Applied Arts
03 02 Arts Therapy
03 03 Crafts
03 04 Dance (See also 19 01)
03 05 Film as Art (See also 05 06)
03 06 Music/General
03 07 Music/Instrumental
03 08 Music/Vocal
03 09 Theatre Arts/Performing
03 10 Theatre Arts/General
03 11 Visual Arts
03 12 Visual/General Arts Studies
03 99 Other Arts, Visual & Performing

04 BUSINESS

04 01 Accounting
04 02 Administrative & Office Services
04 03 Banking and Finance
04 04 Business Data System
04 05 Entrepreneurship/Small Business
04 06 Grantsmanship/Fund Raising
04 07 Hotel/Restaurant Management
04 08 Income Tax Preparation Consumer
04 09 Income Taxes/Business Related
04 10 Information Communication
04 11 Insurance & Risk Management
04 12 International Business
04 13 Labor Law & Relations
04 14 Management/Administrative
04 15 Management/Secretarial
04 16 Management/Supervisor
04 17 Marketing
04 18 Parlimentary Procedure
04 19 Personal & Customer Services
04 20 Personnel Management Administration
04 21 Real Estate Appraisal
04 22 Real Estate Basic Principles
04 23 Real Estate Mathematics
04 24 Real Estate Continuing Education
04 25 Real Estate Examination & Review
04 26 Real Estate Law
04 27 Sales Technologies
04 28 Secretarial Technologies/General
04 29 Secretarial Technologies/Medical
04 30 Secretarial Technologies/Technical/Legal
04 99 Other Business

05 COMMUNICATION

05 01 Advertising
05 02 Commercial Art
05 03 Film Communication
05 04 Journalism
05 05 Licensing/Certification Preparation
05 06 Photography
05 07 Print Media
05 08 Production Techniques/Audio Visual
05 09 Public Relations
05 10 Radio
05 11 Speech Communication
05 12 Television
05 99 Other Communication

SBCC SUBJECT CLASSIFICATION CODE - 06 - 08

06	COMPUTER SCIENCE DATA PROCESSING
06 01	Application in Computer Science & Data Processing
06 02	Computer Operations & Operations Control
06 03	Computer Hardware Systems
06 04	Computer Hardware
06 05	Educational, Societal & Cultural Considerations
06 06	Information & Data Base Systems
06 07	Numerical Computations
06 08	Programing Languages
06 09	Programing Systems
06 10	Software Methodology
06 11	Theory of Computations
06 99	Other Computer Science & Data Processing

07	EDUCATION
07 01	Adult Basic Education
07 02	Basic Math Skills
07 03	Basic Oral Skills
07 04	Basic Reading/Vocabulary Development Skills
07 05	Basic Writing/English Skills
07 06	Career Development Skills
07 07	Civic & Community Education
07 08	Community Service Training
07 09	Counseling & Guidance
07 10	Curriculum & Instruction/General
07 11	Curriculum & Instruction/Program Development
07 12	Day Care
07 13	Developmental Education/Professional Development
07 14	Developmental Education/General
07 15	Earl Childhood
07 16	Educational Administration
07 17	Educational Development
07 18	Education Evaluation & Research
07 19	Educational Technology & Media
07 20	English as a Second Language
07 21	Examination Preparation
07 22	Foundations of Education
07 23	G.E.D.
07 24	Handicapped Education/Professional
07 25	Handicapped Education/Developmental
07 26	Handicapped Education/People Services
07 27	Study Skills
07 28	Systems of Education
07 99	Other Education

08	ENGINEERING AND ENGINEERING TECHNOLOGY
08 01	Aerospace & Areonautical Engineering/ Training Technology
08 02	Agricultural Engineering & Technology
08 03	Architectural Engineering & Technology
08 04	Automotive Engineering & Technology
08 05	Automotive Mechanics
08 06	Bioengineering & Technology
08 07	Chemical Engineering & Technology
08 08	Civil Engineering & Technology
08 09	Computer Engineering & Technology
08 10	Electrical Engineering & Technology
08 11	Engineering Mechanics
08 12	Engineering Science
08 13	Environmental Engineering & Technology
08 14	Geological Engineering
08 15	Industrial Engineering & Technology
08 16	Instrumentation Engineering & Technology
08 17	Manufacturing Engineering & Technology
08 18	Marine Engineering Technology & Naval Architecture
08 19	Materials Engineering & Technology
08 20	Mechanical Engineering & Technology
08 21	Metallurgical Engineering & Technology
08 22	Mining Engineering & Technology
08 23	Nuclear Engineering & Technology
08 24	Ocean Engineering & Technology
08 25	Petroleum Engineering
08 26	Surveying & Mapping
08 27	Textile Technology
08 99	Other Engineering & Engineering Technology

09 HEALTH CARE AND HEALTH SCIENCES

09 01 Basic Health Care Systems
09 02 Basic Health Care Sciences/Consumer
09 03 Clinical Health Sciences
09 04 Dental Technology
09 05 Electro Diagnostic Technology
09 06 Emergency Medical Service
09 07 Geriatrics
09 08 General Perspectives of Health Care & Health Sciences-Professional Development
09 09 General Perspectives of Health Care & Health Science-instruction
09 10 Hospital Health Care Administration
09 11 Institutional Management
09 12 Medical Assistant Technology
09 13 Medical/Lab Technology
09 14 Medical Record Technician
09 15 Medicine Aide Technician
09 16 Mental Health Technician
09 17 Microbiology
09 18 Nursing, LPN
09 19 Nursing, RN
09 20 Optical Technology
09 21 Pharmaceutical Science
09 22 Physical Therapy
09 23 Psychiatric Technology
09 24 Podiatry
09 25 Public Health
09 26 Radiology
09 27 Rehabilitation & Therapy
09 28 Veterinary Medical Sciences
09 99 Other Health Care & Health Sciences

10 HOME ECONOMICS

10 01 Clothing & Textiles
10 02 Consumer Education
10 03 Food & Nutrition
10 04 Home Management/Financial
10 05 Home Management/General
10 06 Home Management/Maintenance
10 07 Housing
10 08 Human Development & Family Studies/Gerontological
10 09 Human Development & Family Studies/General
10 10 Human Development & Family Studies/Parenting
10 11 Interior Decorating
10 12 Institutional Housekeeping
10 99 Other Home Economics

11 INDUSTRIAL ARTS, TRADES, AND TECHNOLOGY

11 01 Construction & Building Technologies
11 02 Food Service/Hospitality Technologies
11 03 Graphic & Drafting Technology
11 04 Industrial Maintenance Technology/Electrical
11 05 Industrial Maintenance Technology/General
11 06 Industrial Maintenance Technology/Mechanical
11 07 Industrial & Occupational Safety
11 08 Manufacturing (Product Generation)
11 09 Photography
11 10 Personal Service
11 11 Power Systems
11 12 Product Service (Maintenance)
11 13 Textile Industrial Technology
11 14 Transportation
11 15 Travel Services Technology
11 16 Welding Technology
11 99 Other Industrial Arts, Trades & Technology

12 LANGUAGE, LINGUISTICS, AND LITERATURE

12 01 African Languages
12 02 Arabic
12 03 Chinese
12 04 Danish
12 05 Finnish
12 06 French
12 07 German
12 08 Greek
12 09 Hebrew
12 10 Italian
12 11 Japanese
12 12 Latin
12 13 Linguistics (Diachronic & Synchronic)
12 14 Native American
12 15 Norweigan
12 16 Portuguese
12 17 Russian
12 18 Sanskrit
12 19 Slavic Languages
12 20 South Asian Language
12 21 Southeast Asian Languages
12 22 Spanish
12 23 Swedish
12 24 The Study & Uses of the English Language
12 99 Other Language, Lingistics, & Literature

LAW

01 Civil & Administrative Procedure
02 Commercial Law
03 Constitutional Law
04 Criminal Law
05 Domestic Relations Law
06 Governmental Regulation of Business
07 International Law
08 Law of Business & Other Organizations
09 Law of State and Local Governments
10 Legal Profession
11 Legal Skills
12 Perspectives on Law
13 Property Law
14 Public Welfare Law
15 Regulation of Employment Relations
16 Regulation of the Environment
18 Paralegal/Professional
19 Taxation Law
20 Wills and Estates
99 Other Law

LIBRARIES AND MUSEUMS

01 Libraries & Museums/Administrative
02 Libraries & Museums/General
99 Other Libraries & Museums

LIFE SCIENCES AND PHYSICAL SCIENCES

01 Astronomy
02 Atmosphere Sciences
03 Biology
04 Chemistry
05 General Earth/Space Science
06 General Physical Science
07 Geology
08 Oceanology
09 Physics
99 Other Life Sciences & Physical Sciences

16 MATHEMATICAL SCIENCES

16 01 Applications of Mathematics/General
16 02 Arithmetic & Algebra
16 03 Classical Analysis
16 04 Classical Applied Mathematics (Physical Systems)
16 05 Functional Analysis
16 06 Geometry & Topology
16 07 Logic, Sets & Foundations
16 08 Mathematics, General Perspectives
16 09 Metric Education
16 10 Numerical Analysis & Approximation Theory
16 11 Probability
16 12 Statistics
16 13 User Oriented Mathematics
16 99 Other Mathematical Sciences

17 MILITARY SCIENCES

17 01 Military Sciences/General
17 02 National Security & Defense
17 99 Other Military Sciences

18 PHILOSOPHY, RELIGION, AND THEOLOGY

18 01 Aesthetics
18 02 Epistemology
18 03 Ethics
18 04 History & Traditions of Philosophy
18 05 Historical Theology
18 06 Logic & Philosophical Methodology
18 07 Metaphysics
18 08 Moral & Ethical Studies
18 09 Pastoral Studies
18 10 Phenomenology of Religion
18 11 Philosophical Foundations
18 12 Religion & Human Experience
18 13 Sacred Writings
18 14 Social & Political Philosophy
18 15 Specific Religions
18 16 Systematic Theology
18 99 Other Philosophy, Religion & Theology

19 PHYSICAL EDUCATION, HEALTH EDUCATION, AND LEISURE

19 01 Dance
19 02 Driver Safety Education
19 03 Exercise Therapy
19 04 Health Education
19 05 Kinesiology
19 06 Leisure
19 07 Physical Education/Fitness
19 08 Physical Education/General
19 09 Physical Education/Safety
19 10 Self-Defense
19 11 Sports Officiating
19 99 Other Physical Education, Health Education & Leisure

20 PSYCHOLOGY

20 01 Biopsychology
20 02 Environmental Psychology
20 03 Experimental Psychology
20 04 Foundations of Psychology
20 05 Psychological Programs/Applied & Professional
20 06 Psychology in Economics, Industry & Government
20 07 Psychology of the Individual
20 08 Psychometrics
20 09 Social Psychology
20 99 Other Psychology

21 PUBLIC ADMINISTRATION AND SOCIAL SERVICES

21 01 Police, Law Enforcement
21 02 Public Administration
21 03 Public Recreation
21 04 Public Servie Technology
21 05 Public Works
21 06 Safety & Correctional Services
21 07 Social Work
21 08 Volunteer Organization Management
21 99 Other Public Administration & Social Services

22 SOCIAL SCIENCES AND SOCIAL STUDIES

22 01 Anthropology
22 02 Economics
22 03 Geography
22 04 History/Thematic, Area, Period & Person
22 05 Political Science & Government
22 06 Sociology
22 99 Other Social Sciences & Social Studies

APPENDIX C

COMAR 13.51.01.04H

COMAR 13.51.01.04H

July 1,1978

If State or federally funded contracts and/or grants pay for program and/or course costs, State aid may not be paid for that proportion of full-time equivalent students whose total costs are funded by the grant or contract. Colleges may make requests to the State Board for Community Colleges for specific exceptions to this policy.

Procedures:

When programs/courses are funded by State or federal contracts and/or grants, community colleges will adjust their FTE enrollment for State aid purposes by the following process:

(a) Estimate the total cost of programs/courses financed by contracts and/or grants to offer instructional programs/courses.

(1) Direct costs are those expenses that are readily identifiable with a final cost objective (program/course). For purposes of COMAR 13.51.01.04H, direct costs include compensation costs.

(2) Indirect costs are those expenses which are not readily identifiable with a final cost objective (program/course), but that can be reasonably allocated to a final cost objective (program/course) on an equitable basis. For purposes of COMAR 13.51.01.04H, indirect costs are all costs other than direct costs. Indirect costs are allocated to the program/course on the basis of credit and equated credit hours generated.

(3) Total costs are the sum of the direct and indirect costs that are identifiable with or can be reasonably allocated to a final objective (program/course).

(b) Estimate the total full-time equivalent students generated by the program/course.

(c) Determine total dollars received for the program/course from State or federally funded contracts and/or grants.

(d) Estimate total program/course costs per full-time equivalent student.

(e) Divide total State or federal aid received for that program/course by total estimated costs per estimated full-time equivalent student.

(f) Do not submit for State aid those full-time equivalent students found by dividing the State or federal aid received for that program or course by the total costs per FTE for the program/course.

(g) Adjust SBCC-CC-2 and SBCC-CC-3 enrollment reports on a current basis for estimated FTE to be eliminated from State aid by the State or federal contract or grant.

(h) Determine, through the year-end audit, the actual program/course costs and FTE generated and make subsequent year adjustment when determined necessary by the College's C.P.A. firm.

The following are programs currently excluded from COMAR 13.51.01.04H:

(1) Any State or federal student scholarship, grant, loan, or work study programs provided either directly to students or directly to institutions

(2) Veterans' cost of instruction program or G.I. Bill payments

(3) Continuing Education and Community Service - Title I grants

(4) Division of Vocational-Technical Education grants

(5) Desegregation grants

(6) Appalachian Regional Commission grants

(7) Title II - Library resources

(8) Alumni funds - Grants, gifts, and bequests

(9) Title III - Aid to developing institutions

(10) Direct payment of students' regular tuition and fees

(11) Nursing capitation grants

(12) State industrial training grants

(13) All funds donated from sources other than State and federal agencies

(14) Any portion of State or federal contract and/or grant funds designated for the purchase of equipment

APPENDIX D

FORMS

STATE BOARD FOR COMMUNITY COLLEGES
DATA MONITORING FORM
CONTINUING EDUCATION COURSES FOR STATE FUNDING

FISCAL YEAR _____

_____
COLLEGE

New Submission	Resubmission	Deletion	Course Number	Course Title	Course Hours	Senior	Handicapped	SBCC Code	Eligibility	Comment
5										
10										
15										
20										

50 No. of CC-10's Sent to SBCC: _____

_____
Date

_____
Signature of Preparer

SBCC-CC-11: 1/80

51

ELIGIBILITY CODE:

1,, - Approved
1,1, - Approved for Seniors
1,,1 - Approved for Handicapped
2,, - Not Approved
2,1, - Not Approved for Seniors
2,,2 - Not Approved for Handicapped
3,, - Not Requested

COMMENT CODE:

The Eligibility of this course is in question because of one or more of the following reasons:

A. Target Population
B. Title
C. Course Hours
D. Course Description
E. Duplicate Course Number
F. Card Retained at SBCC

_____

_____

_____

STATE BOARD FOR COMMUNITY COLLEGES
ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES
NOT ELIGIBLE OR AID NOT REQUESTED

Fiscal Year _____ (Community College) _____

Col. 1		Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Continuing Education Courses Not Eligible or Aid Not Requested			(Col. 2 ÷ 15)			(Col. 3 x Col. 4 ÷ 30)
Course Number	Course Title	Total Course Hours	Equated Credit Hours	Maryland Residents	Other States and Foreign Students	FTE Students
5						
10						
15						
20						
	TOTALS					

INSTRUCTIONS: Column 1--the course number should contain no more than six (6) characters; the course title should be abbreviated to no more than fifty (50) characters. Column 3--divide column 2 by 15 and enter the result of this division. Column 6--multiply the equated credits (column 3) by the number of Maryland residents (column 4), divide this product by 30, and enter the result. Column 6 should show two decimal places.

_____ (Signature of Preparer) _____ (Date) _____ (Signature of President)

SBCC:CC-12 (Rev. 7/80)

UNIVERSITY OF CALIFORNIA
AUG 22 1980
ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING

STATE BOARD FOR COMMUNITY COLLEGES
ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES

Fiscal Year _____ (Community College) _____

Col. 1		Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Continuing Education Courses			(Col. 2 + 15)		Other States	(Col. 3 x Col. 4 + 30)
Course Number	Course Title	Total Course Hours	Equated Credit Hours	Maryland Residents	and Foreign Students	FTE Students
5						
10						
15						
	TOTALS					

INSTRUCTIONS: Column 1--the course number should contain no more than six (6) characters; the course title should be abbreviated to no more than fifty (50) characters. Column 3--divide column 2 by 15 and enter the result of this division. Column 6--multiply the equated credits (column 3) by the number of Maryland residents (column 4), divide this product by 30, and enter the result. Column 6 should show two decimal places.

CERTIFICATE OF MARYLAND STUDENTS FOR STATE AID

This is to certify that this community college is eligible for State Aid for the Maryland residents reported above for the _____ of the fiscal year ending June 30,___ who are enrolled at this community college in courses approved by the State Board for Community Colleges. No individuals included in the above counts are under 16 years of age. The above FTE measurements have been reduced by _____ FTE students because of the application of COMAR 13.51.01 relating to State and federal contracts.

_____ (Signature of Preparer) _____ (Date) _____ (Signature of President)

SBCC:CC-3 (Rev. 7/80)